THE BROOKS PRIMER

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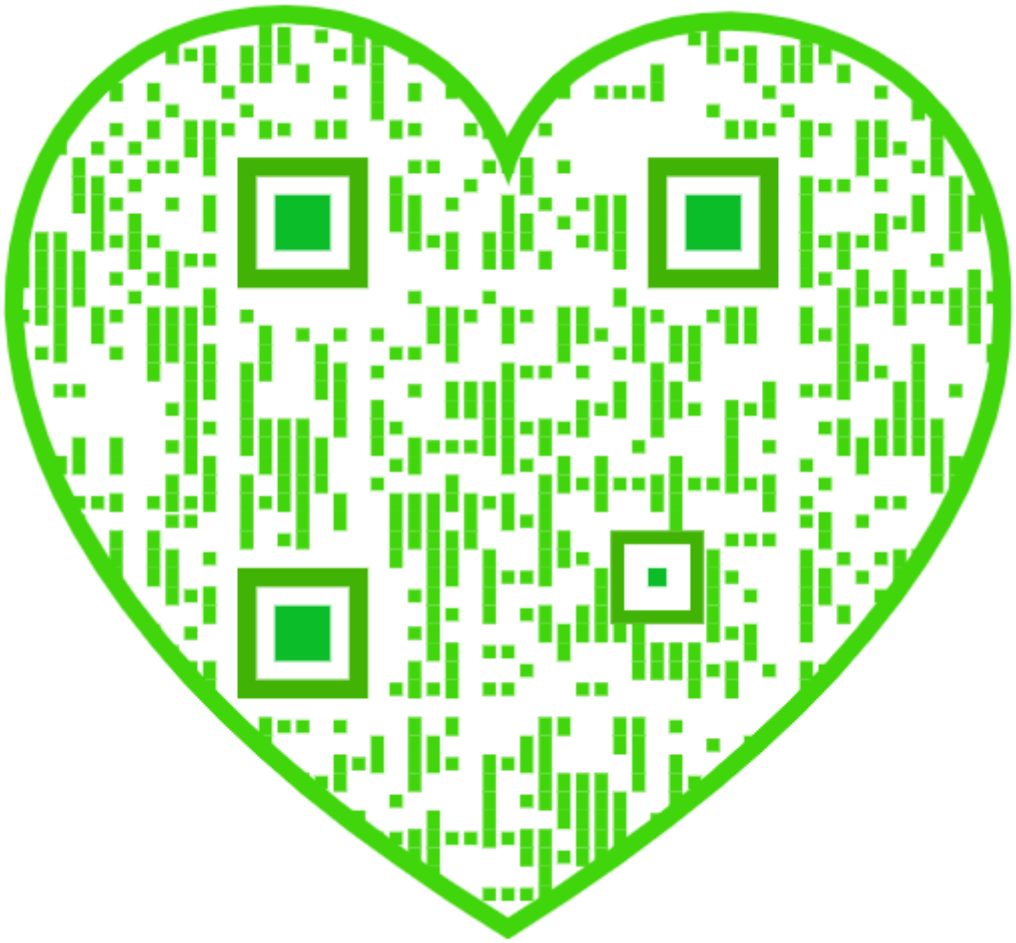

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G.A.HARKER

THE

BROOKS PRIMER

BY

CLARENCE F. CARROLL

SUPERINTENDENT OF SCHOOLS, ROCHESTER, NEW YORK

AND

SARAH C. BROOKS

PRINCIPAL OF THE TEACHERS' TRAINING SCHOOL, BALTIMORE, MARYLAND

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PREFACE

The lessons of this little Primer are based upon four interests common to all normal children, — toys, games, animal life, and phenomena of the changing seasons.

The forms of the lessons are those of soliloquy and dialogue. It is presupposed, in either case, that the child first plays himself into the spirit and meaning of the lesson to be read.

Sentence wholes are presented from the beginning, in the belief that the habit to be most used in life should be the first established.

These first sentences are repeated many times in subsequent lessons. Difficult words and phrases are treated in a similar manner. By this means, children become familiar with sentence forms and with a good working vocabulary without the uninteresting and wearisome drill upon detached words, which, in many schoolrooms, makes sad encroachments upon the reading period.

Phonics and spelling are acquirements to be attained gradually; and both should, in a measure, wait upon the child's growth in analytical power. According to the theory which calls for the presentation of sentence wholes first, written spelling should precede oral.

While no real, permanent literature is introduced in the Primer, in numbers of lessons the way is paved for future interpretation of some of the most delightful rhymes and stories.

The action lessons first presented are valuable for language as well as for reading purposes, and in fact are interesting to the young readers in proportion to the degree in which they have actively participated, through play and speech, in their evolution.

For further explanation, see "Suggestions to Teachers," p. 126; and also Dr. C. A. McMurry's "Special Method in Primary Reading."

SARAH C. BROOKS.

I am Helen.

I play.

I am a kitty.

I am gray.

I play.

I am a robin.

I sing.

I fly.

I am a white pigeon.

I sleep.

I fly.

I coo.

Kitty, gray kitty!
This is my kitty.
I play with my kitty.
Play, gray kitty!
Kitty, kitty, play!

Fly, white pigeon!

I am a blue jay.
I fly.
I hop.

This is my pigeon.
My pigeon is white.
I play with my pigeon.
Coo, white pigeon, coo!
My pigeon has a house.
Do you see the house?

Play pigeon!
Coo, pigeons.
Fly, pigeons.
Eat grain.
Drink water.
Fly to the pigeon house.
Sleep, pigeons, sleep!

This is robin
redbreast.
Sing, robin redbreast.
Fly, robin.

a blue jay a robin

This is my gray kitty.
She plays with the string.
Catch the string, kitty.
Catch it, kitty, catch it!
See kitty catch the string.
My kitty has gray eyes.

See my doll.
She has blue eyes.
She has yellow hair.
Mother gave me the doll.
I love my mother.
I love my doll.
I rock my doll to sleep.

Helen has a new doll.
Her mother gave it to her.
The doll has blue eyes.
She has yellow hair.
Helen loves the doll.
She rocks it to sleep.
She sings to the doll.

Do you see the doll house?
It has four rooms.
Do you see the four rooms?
Helen plays in the doll house.
One room has a bed.
The doll sleeps in the bed.
Sing the doll to sleep, Helen.

This is my new kite.
My kite is red and white.
Grandpa gave me the kite.
The kite can fly.
My pigeon can fly.
Let us play with the kite.
Fly, kite, fly!

See the boys play with the kites!
The boys run fast.
They hold the long strings.
The wind blows the kites.
The wind blows and the kites fly.
The kites fly like birds.
Run, boys, run!
Run with the kites!

Open the pigeon house.
Fly away, pigeons!
Fly to the fields.
Eat grain in the fields.
Fly to the trees.
Fly to the water.
Fly to the pigeon house.
Close the door.

See my marbles!
I have a bag of marbles.
Father gave me the marbles.
Mother gave me the bag.
Have you a bag of marbles?
Come, play with me.
We will play under this tree.
I like to play marbles.

This is my white rabbit.
Do you see the rabbit house?
Father made the house.
The rabbit sleeps in the house.
My rabbit eats cabbage.
He hops and jumps.
Hop to the cabbage, rabbit.
Eat the cabbage.

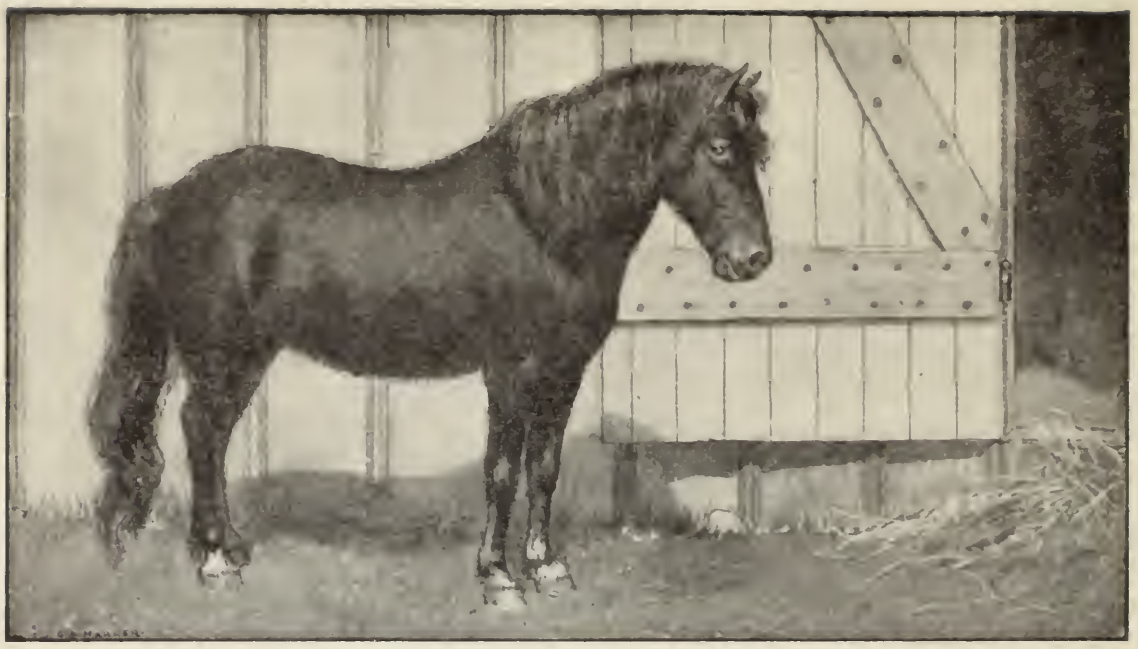
I am a white rabbit.
I have pink eyes.
I have a fur coat.
My fur coat is soft.
I hop and jump.
I eat cabbage.

I have a new top.
The top is red.
Look at my new red top.
Here is a string, too.
I spin my top.
Come play with me.
Come spin my top.
Spin, top, spin!

See the boys at play!
Some play marbles.
Some spin tops.
Some fly kites.
See the wind toss the
kites!
Hold fast, boys!

I play under this tree.
Do you see my play house?
I made the house.
It has four rooms.
One room is a bed room.
Dolly sleeps in the bed room.
One room is the kitchen.
I cook in the kitchen.
I cook for dolly.

Mary has a play house.
It is under the tree.
Do you see the four rooms?
Do you see the bed room?
Do you see the kitchen?



Do you see me?
I am a pony.
My name is Bob.
I live in the barn.
I eat in the fields.
I like grain and grass.
I can trot and run.
My coat is rough.

Here is my pony.
Grandpa gave me the pony.
I love my grandpa.
I love my pony, too.
Do you like apples, little pony?
Eat the apple from my hand.
Can you trot, my pony?

My name is Helen.
Bob is my pony.
I have some corn for you, Bob.
Come and eat the corn.
You are a good pony.
I love you, Bob.
I pat your rough coat.

My name is Bob.
Helen is my girl.
I love her.
She pats my neck.
She feeds me.
She gives me water to drink.
She calls me her good pony.

I am a little dog.
My name is Dick.
I am hungry.
Please feed me.
I eat bread and meat.
Please feed a hungry dog.
Please, please feed me!
Bow wow! Bow wow!

Dick! Dick!
Poor little dog!
Are you hungry?
I will feed you.
Eat this bread and meat.
Poor hungry dog!
Will you have a drink?
Here is some water for you.
Now come and play with me.

Play you are little rabbits.
Jump and hop.
Find cabbage.
Find clover.
Sit up, rabbits.
Eat cabbage and clover.
Drink water.
Hear the dog!
Bow wow! Bow wow!
Jump, rabbits, jump fast!
Creep into the little house.
Now the dog can not find you.
Go to sleep, little rabbits.
Good night! good night!
Wake, rabbits, wake!

Do you see the tree?
Do you see the nest?
The nest is in the tree.
I see eggs in the nest.
Do you see the eggs?
Are they robin's eggs?
Blow, wind, blow!
Rock the nest in the tree.
Rock the eggs in the nest in the tree.

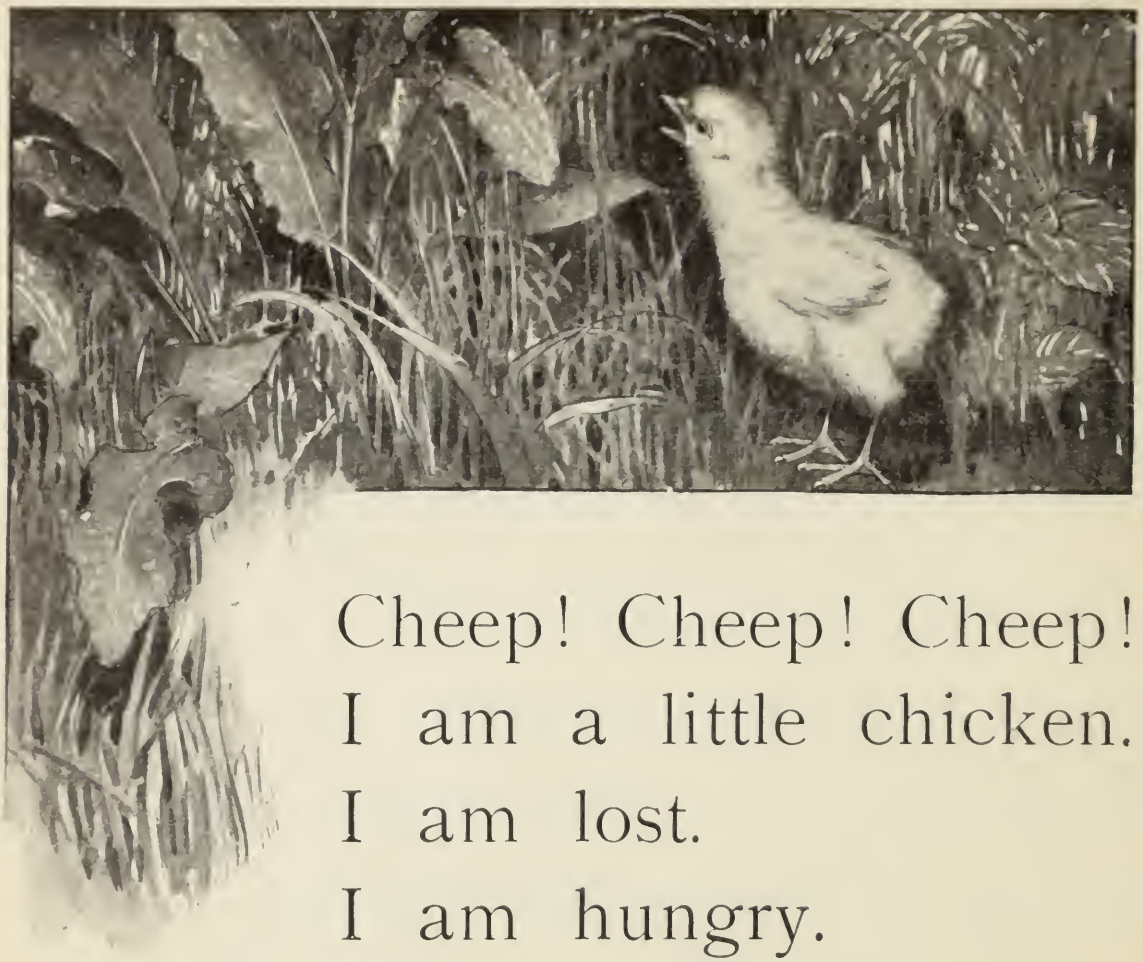
That is a blue jay's nest.
It is not a robin's nest.
See the blue jay in the tree.
Blue jay, blue jay!
Is that your nest?
Have you eggs in the nest?
Let me see the eggs, blue jay.

This is Rollo.
Rollo is my horse.
My name is Don.
You are a black horse, Rollo.
You have a smooth coat.
Bob has a rough coat.
Can you trot fast, Rollo?
Please give me a ride.

My name is Rollo.
I am a black horse.
This boy is Don.
Don is my boy.
I love him.
He feeds me.
He gives me water.
He pats my smooth coat.
I will give him a ride.
Don is a good boy.
I can trot as fast as Bob.
Bob is a pony.
I run fast, too.
I eat corn and grass.
I eat apples, too.

Shall we play pony?
I have the reins.
Will you be the pony?
I will drive.
Whoa, Bob! Whoa, Bob!
Stand still, Bob, stand still!
Here we go! Here we go!
Trot fast, little pony.

Do you see this fine barn?
The carpenter made this barn.
Bob lives in this barn.
Rollo lives in this barn.
Dick sleeps in this barn.
Do you see the pigeon house on the barn?
My pigeons live in the pigeon house.



Cheep! Cheep! Cheep!
I am a little chicken.
I am lost.
I am hungry.
Please feed me.
Please find my mother.
Cheep! Cheep! Cheep!
I am lost and hungry.
Mother! Mother! I am lost.

Cluck! Cluck! Cluck!
I am an old hen.
I have lost my chicken.
My poor little chicken!
Where are you, little chicken?
Where are you?
Please help me find my chicken.
Cluck! Cluck! Cluck!
Where is my little chicken?

Here is the chicken, old hen.
I found it for you.
It was hungry.
I fed it some bread.
Run to the hen, little chicken.

See the hen and the chickens!
The hen loves the little chickens.
The chickens love the old hen.
The old hen feeds the little chickens.
Cluck! cluck! cluck! says the old hen.
Sweet! sweet! sweet! say the little chickens.

Here is Mr. Rooster.
See how large he is!
See his fine feathers.
Hear him crow! Cock-a-doodle-doo!
I am hungry. Cock-a-doodle-doo!
Please give me some grain.
I give you grain, Mr. Rooster.

Fur is soft.
Down is soft.
Feathers are smooth.
Bob's coat is rough.
Rollo's coat is smooth.
Bob has a coat of hair.
Rollo has a coat of hair.
Rollo's coat is black.
Dick's coat is white.
Dick has a coat of hair.
The rabbit has a coat of fur.
The chicken has a coat of down.
The pigeon has a feather coat.
Mrs. Hen has a feather coat.
Mr. Rooster has a feather coat.

Look at me! My name is Billy.
I am a goat.
I have a coat of hair.
My hair is rough.
I have two horns.
I run very fast.
Don is my boy.
He thinks I am his goat.

Do you see my goat?
His name is Billy.
Father gave him to me.
Billy has a rough coat.
Billy has two hard horns.
See his hard little hoofs, too.
Have you a goat?
Is his name Billy?

See my new ball.
It is a base ball.
It has a coat of leather.
It is smooth and hard.
Here is my new bat.
It is strong and hard.
Will you play ball with me?

Will you play ball with me, John?
You take the ball.
I will take the bat.
You pitch the ball.
I will try to hit the ball with my bat.
If I do not hit the ball, Dick will try to catch it.

This is grandma's turkey.
She feeds him corn and grain.
Please give me some corn,
grandma.
Let me feed the turkey, too.
Hear him gobble, gobble.
See him spread his tail.

Gobble! Gobble! Gobble!
I am not afraid of you.

I am a turkey.
See my red head!
See my large tail.
See my fine feathers!
Mr. Rooster crows.
I gobble, gobble!
John calls me a gobbler.
Dick runs when I gobble.
Dick is afraid of me.
Billy, the goat, will not run.
Billy is not afraid of me.
See my wings and tail.

I have some new reins.
See the bells on the reins.
Hear the bells ring.
Jingle, jingle, say the little bells.
Let us play horse.
Will you be the horse?
Whoa, Rollo! Stand still, old horse.
Here we go for a ride!

Here are Billy and the cart.
Look at the fine cart, John.
Will you have a ride?
Whoa, Billy, whoa!
Get into the cart, John, and have
a ride.
I will hold the reins.
You may sit in the cart.

Don has a cart for Billy.
I have a cart for Bob.
Billy's cart is small.
Bob's cart is large.
Bob can draw a large cart.
Will you have a ride with me?
You may hold the reins.
Get up, Bob! Give us a fine ride.

I am a red fox.
See my sharp nose!
See my sharp ears!
I have a coat of long hair.
I run very fast.
I heard a turkey gobbler.
I must find that turkey.

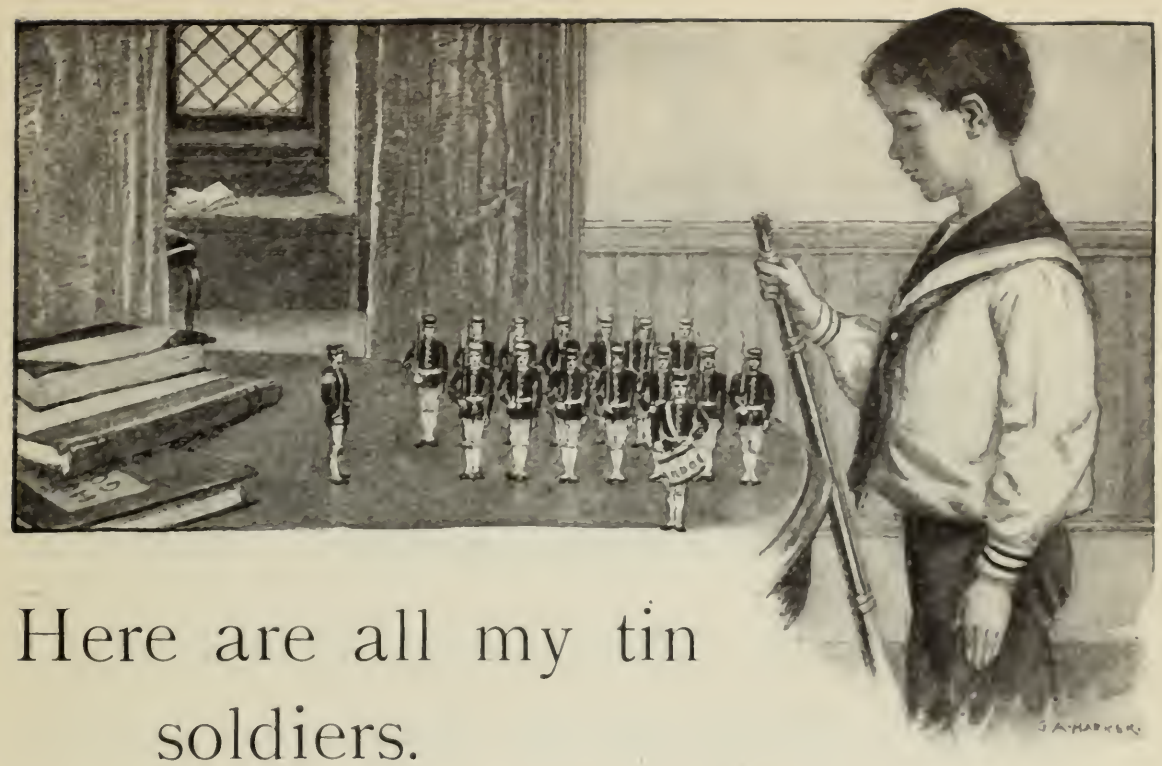
There is that turkey!
He is asleep in the tree.
I can not reach him.
Where is Mr. Rooster?
He must be asleep in the hen
house.
Mrs. Hen is there, too.
I must get into that hen house.

Blow, North Wind, blow!
You bring the snow.
We are waiting for the snow.
Grandpa has a sleigh.
He will give us a sleigh ride.
Do you like to ride in a sleigh,
Don?
Come and ride with us.

Helen must come, too.
Here comes the sleigh.
Do you see the bells on Rollo?
Do you hear them ring?
Jingle, jingle, jingle, say the bells.
Hear them jingle, jingle.
Grandpa sits in the sleigh.
He holds the reins.
He is giving the children a ride.
Don and Mary, John and Helen,
are all there.
What fun they have!
Trot fast, old Rollo.
Give the children a good ride.
Rollo is a good horse.

G.A.HARKER.

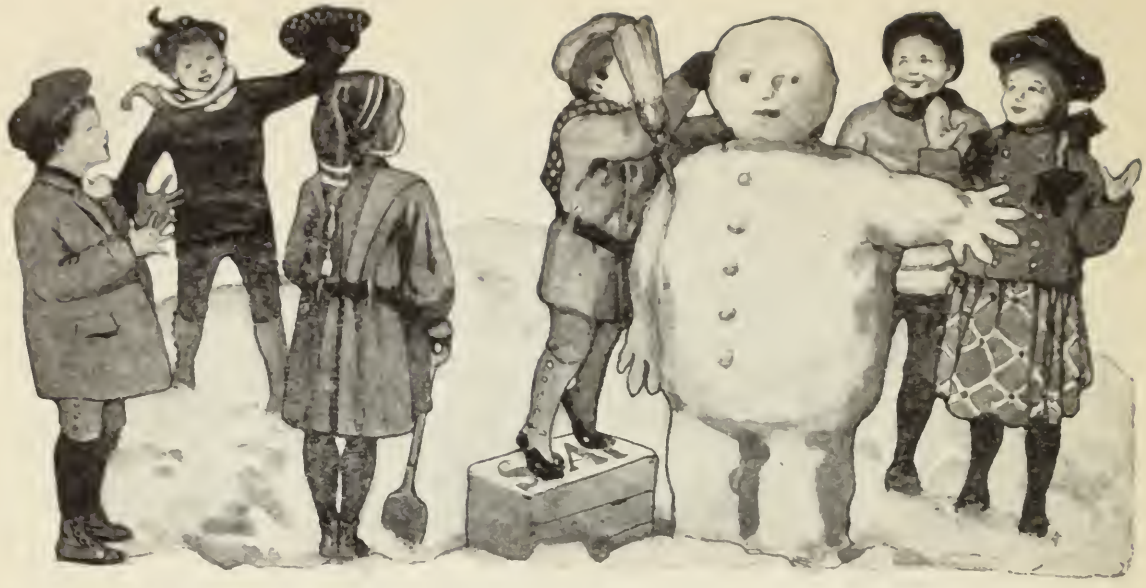
This is my tin soldier.
How straight he stands!
He has a coat of blue.
He has a gun.
I have no coat of blue
I have a gun.
I can stand straight.



Here are all my tin
soldiers.
The one in front has a drum.
He is the drummer.
When he beats the drum, the sol-
diers march.
The soldiers have guns.
Beat the drum, drummer!
March, soldiers, march!

Girls, will you play soldier?
Mary, here is a flag.
Carry the flag in front.
You lead the soldiers.
Helen, carry the drum.
Carry my gun, John.
March behind Helen.
I will march behind you.
Beat the drum, Helen.

Hurrah for a snow man!
Here we go, rolling the snow!
He needs two good strong legs.
He must have a strong body.
Here is a white ball for his head.
He must have two strong arms.
Find an old hat for the snow man.
Snow man must have a mouth.
Here are two marbles for eyes.



I am a snow man.
The boys made me.
They gave me two legs.
They gave me a strong body.
I have a ball for a head.
Do you see my two marble eyes?
See my arms and my cane!
Blow, North Wind, blow!

Snow man has eyes, but he
can not see.
He has a mouth, but he can
not eat.
He has two legs, but he can
not walk.
He has two arms, but he can
not take off his hat.

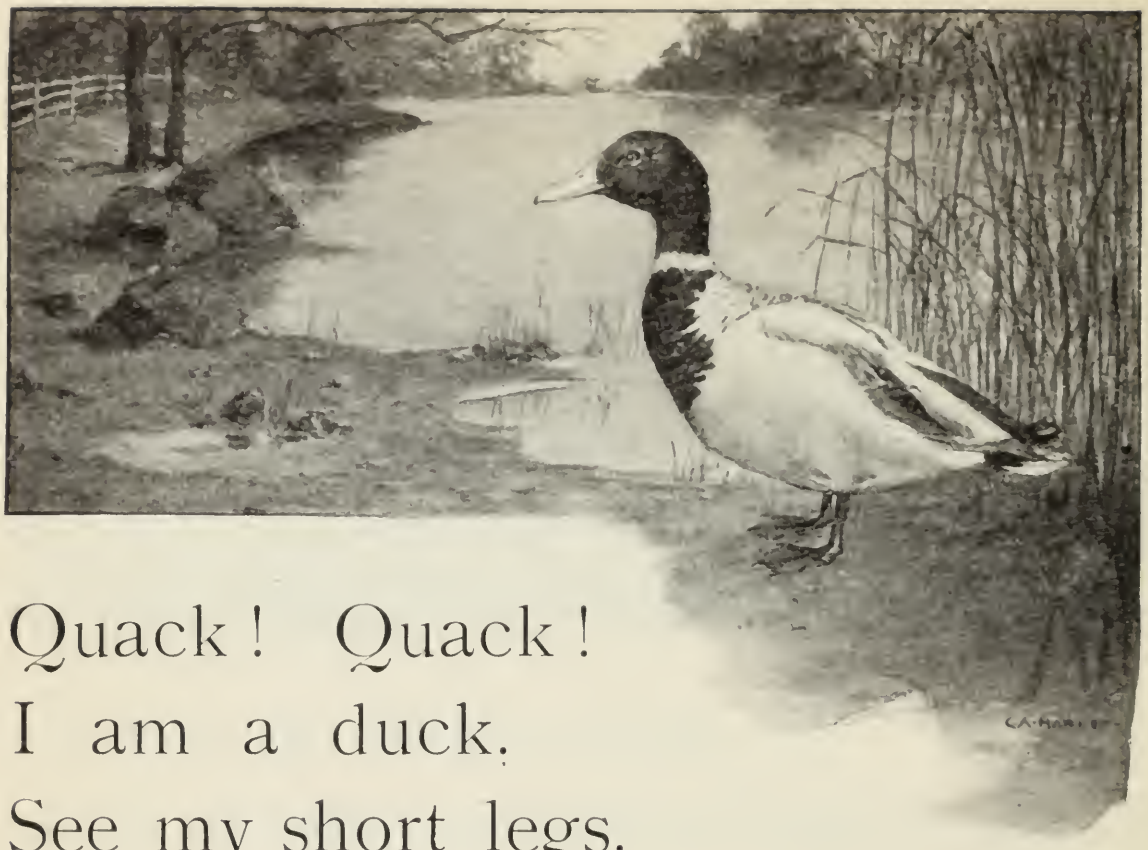
Snow man, you are strong, but
what can you do?
I can do more than you.
I eat and I talk.
I run and I walk.
A boy is stronger than you.

I am a little sparrow.
I have a coat of brown feathers.
I have a hard bill.
I eat grain and insects.
I eat crumbs of bread.
I hop and fly.
Please give me some crumbs.
I am a hungry sparrow.

Come, sparrow, sparrow!
Come to the window.
I have some grain for you.
Here are some crumbs, too.
Come and eat, little sparrow.
Are you cold?
Have you no house?
You poor little sparrow!

I am a little quail.
I have brown and white feathers.
See my hard, short bill.
See my soft, black eyes.
I live in a grain field.
I eat the grain and the insects.
See my feet.
They are like the hen's feet.

Hush! Do not make a noise!
Look over into the grain field.
What do you see?
I see a little mother quail.
She has some little quails.
She clucks to the little quails.
They run to the mother quail.
Sweet! sweet! sweet! they say.



Quack! Quack!
I am a duck.
See my short legs.
See my flat feet.
My coat is soft and thick.
My bill is long and flat.
The sparrow's bill is short.
I eat worms and insects.
I find them in the mud.

Here are Mrs. Duck and Mr. Drake.

Where are you going, Mr. Drake?

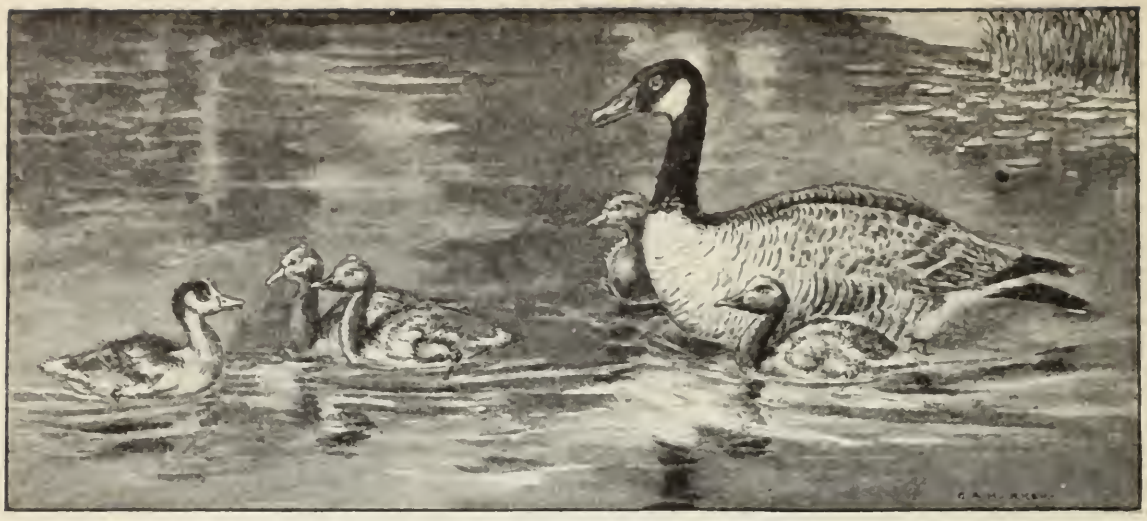
Where are you going, Mrs. Duck?

We are going to the pond, little boy, little girl.

We are going to swim in the pond.

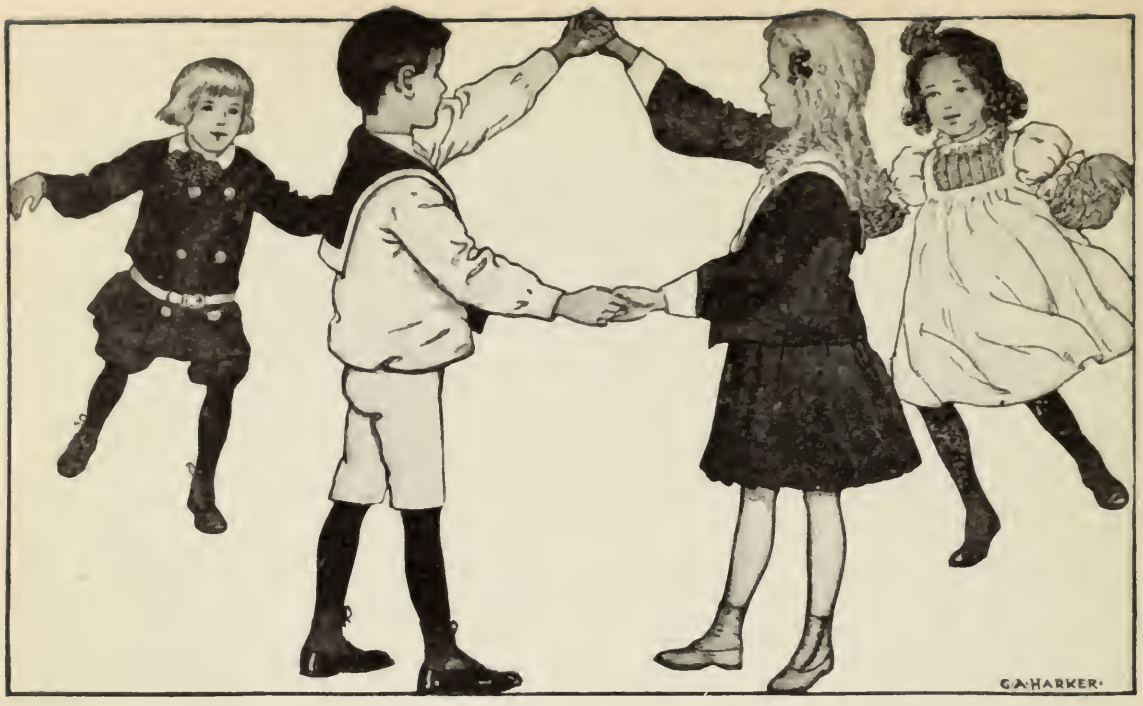
I am an old goose.
See my large body.
Feel my soft white feathers.

I do not say, quack! quack!
What do I say?
I have web feet like the ducks.
My web feet are paddles.
I like the water.
Come and see me swim.
I have a long neck.
My bill is long and flat.
I find worms in the mud.
I dive for the worms.



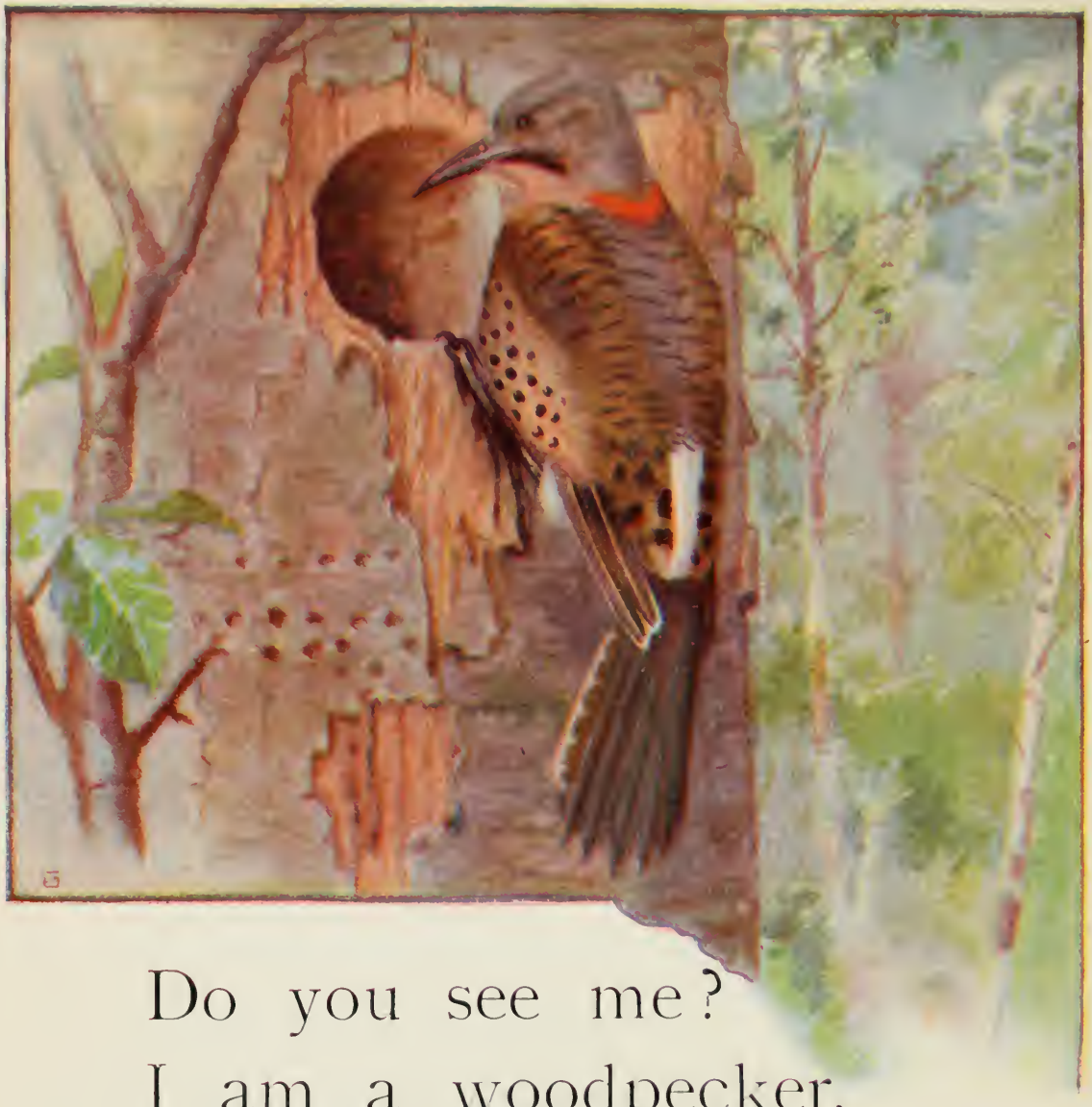
Mother Goose has five little goslings.
They are larger than little ducks.
See how they swim!
The mother goose calls.
What does she say?
The little goslings know.
I love you, little goslings, says mother Goose.

Grandma has geese and ducks.
She has chickens and turkeys.
They live in the barn yard.
See them run when she calls.
Hear them cluck and quack and
gobble!
Come, little ducks and chickens!



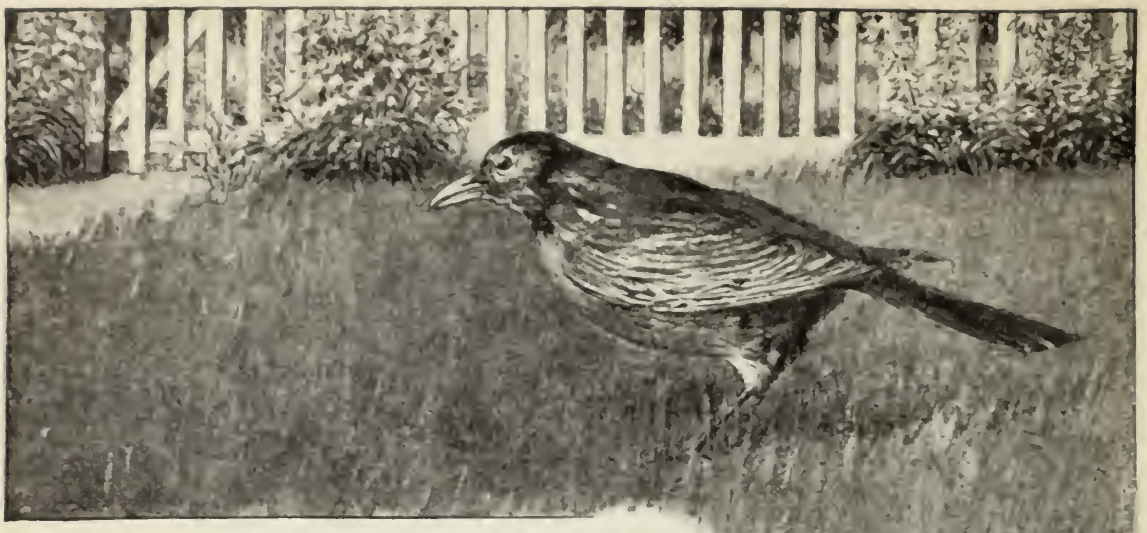
Make a pigeon house, Don and
Mary.
Fly into the house, dear pigeons.
Now fly out of the house.
Fly away, but come back again.
Here come the pigeons.
What did you see, little birds?

We saw fields of grain.
We saw birds in the trees.
We saw Bob and Rollo.
We saw Mr. Drake and Mrs. Duck.
We saw the dear little ducks.
We saw Mrs. Goose and Mr. Gander.
We saw the little goslings.



Do you see me?
I am a woodpecker.
I made this house.
See the nice round door.
Peep in at the door.

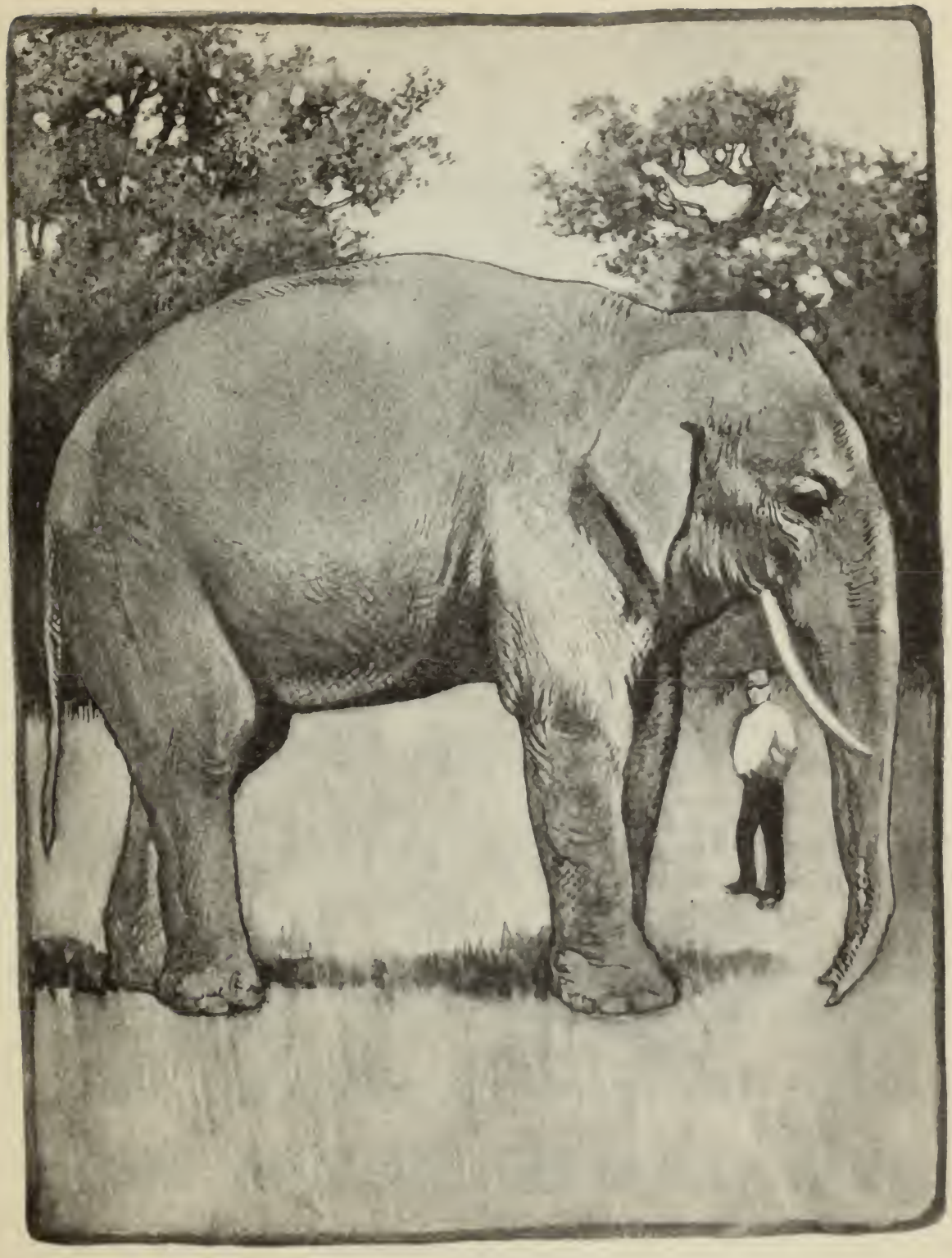
Do you see Mrs. Woodpecker?
Do you see her at the door of her house?
How do you make a door, woodpecker?
You say you have no saw.
My bill is sharp and strong.
I peck with my bill.
I peck very fast.
Hear me strike the tree.
You are a drummer, woodpecker.
The tree is your drum.
What do you eat?
I eat worms and insects.
I find them in the trees.

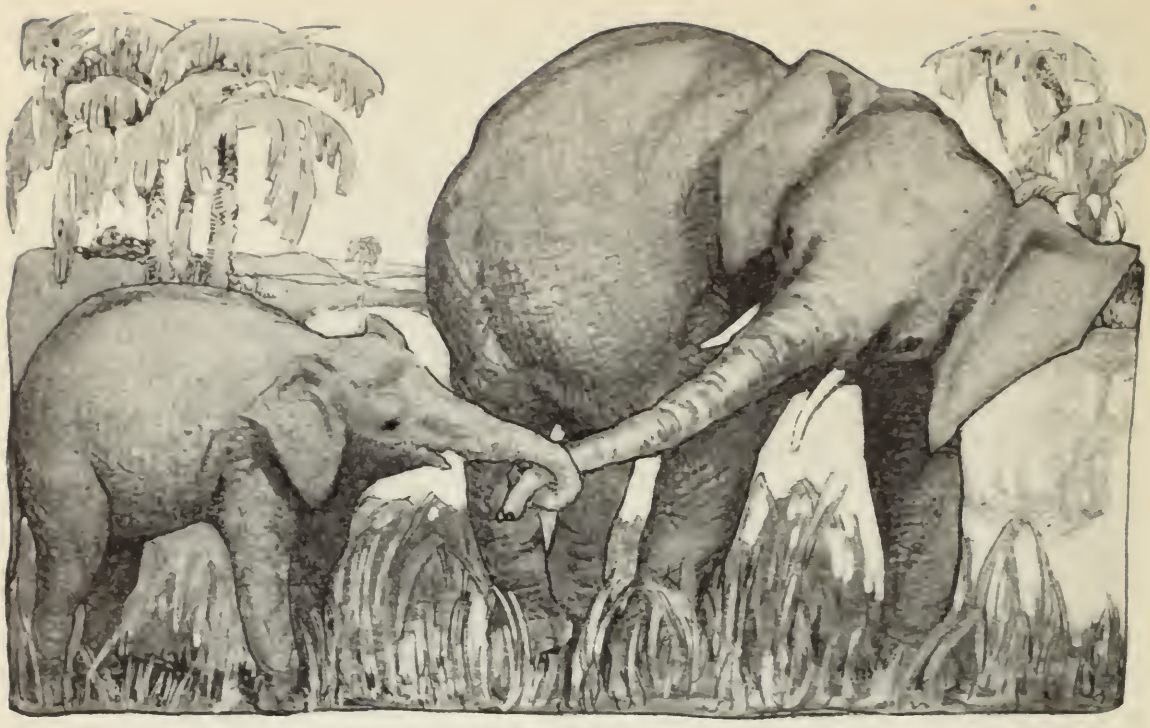


O robin, robin red-
breast!
I see you! I know you!
Are you looking for worms?
I see your red breast.
I see your brown coat.
You fly and you run.
Have you a nest in the tree?
Have you eggs in the nest?

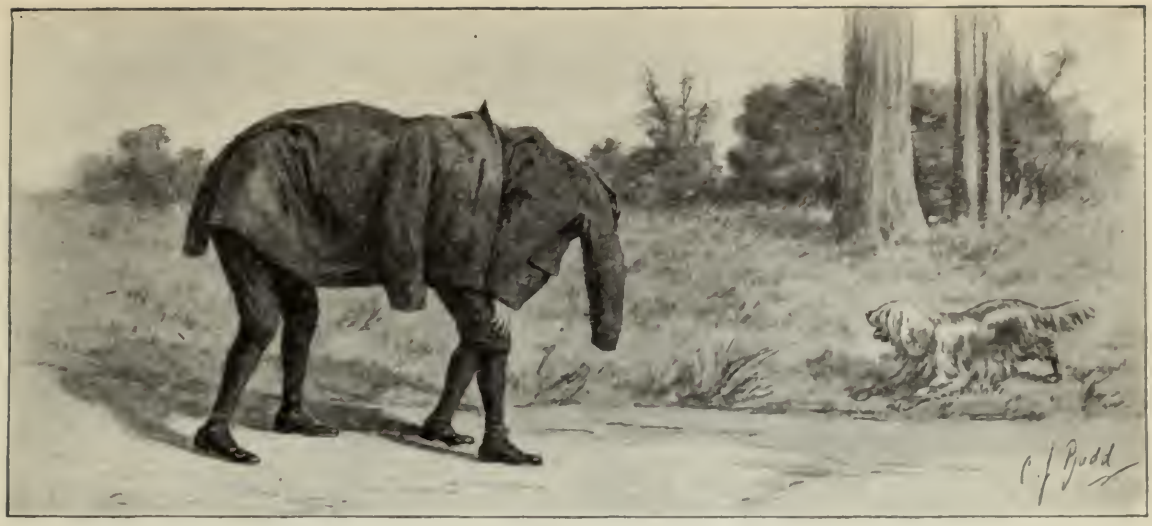
I am robin redbreast.
I live in that cherry tree.
Mrs. Robin lives there, too.
We have a nest in the cherry tree.
We like cherries. Do you?
There are three eggs in the nest.
Mrs. Robin sits on the eggs.
I sing to Mrs. Robin.

I am an elephant.
See how large I am!
See my funny trunk.
Have you a trunk?
See my two long tusks.
Have you two tusks?
I live in the zoo.
I eat hay and grass.
Would you like a ride?
You are very small.
I can carry you on my back.
Where is my keeper?
Please, keeper, come here.
Let me give the boys and girls
a ride.





I am a baby elephant.
This is my dear mother.
I love her very much.
She plays with me, too.
She touches me with her trunk.
I like to have her touch me.
I hold her with my little trunk.



Come, let us play circus.
We will make an elephant, John.
Put my coat over your head.
I shall hold fast to you.
We will march in front.
Helen may lead Bob.
Mary may drive Billy in the cart.
Dick will walk behind.
Here goes the circus!

Here, Dick! Come to me.
Do you see this meat?
Are you hungry?
Sit up if you are hungry.
I will put this meat on your nose.
Now sit still, Dick.
Ready! Catch the meat.

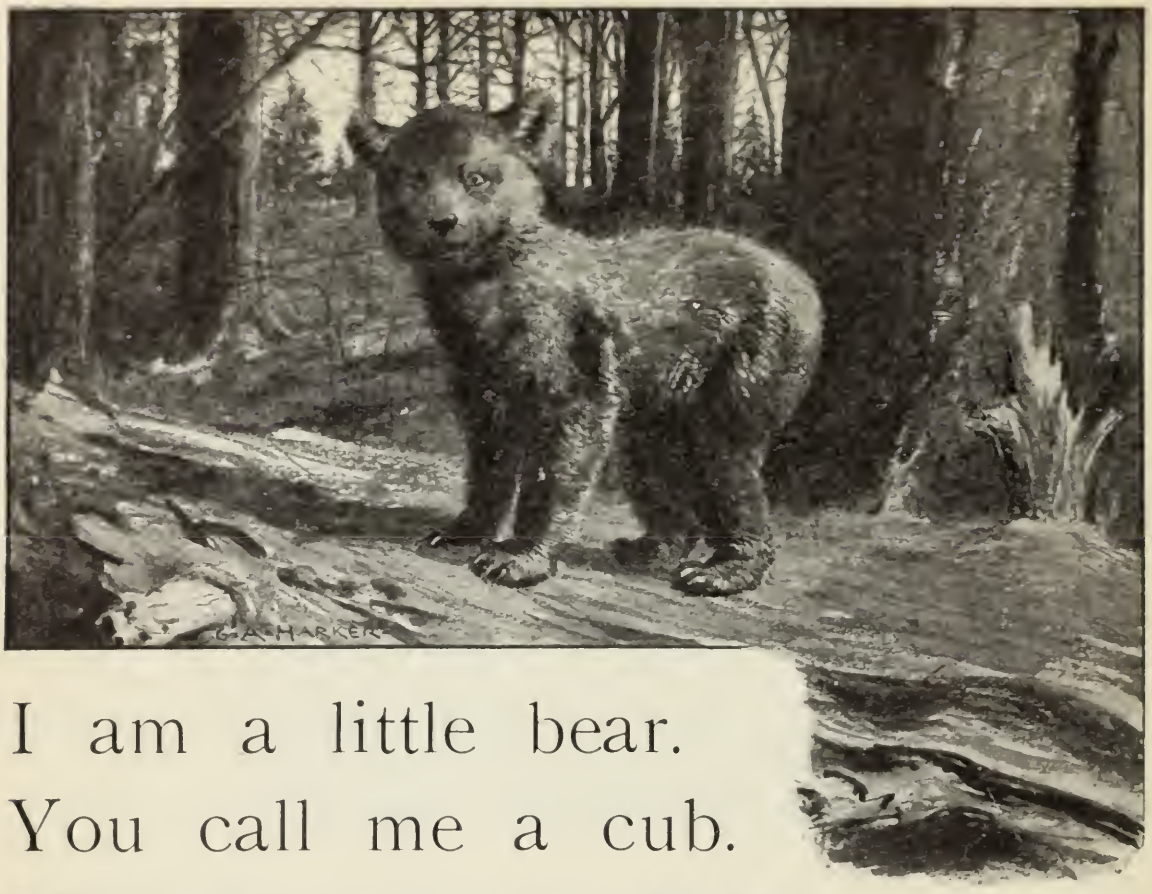
Here is the red fox again.
He is hungry and thirsty.
He sees some grapes.
Red fox would like the grapes.
He jumps and jumps.
He can not reach the grapes.
I do not wish the grapes, says
red fox. They are sour.

I am a bee. See me!
See me!
I have a brown coat.
I have two thin wings.
I fly and I fly.
I fly from flower to flower.
The flowers give me honey.
Do you eat honey?
Bees eat honey, and bee bread too.

Here is the bee's house.
The bee's house is a hive.
This is grandpa's bee-
hive.
He has many bees.
Here comes a bee now.
Hear him hum and hum!
Do you fly from the flowers,
brown bee?

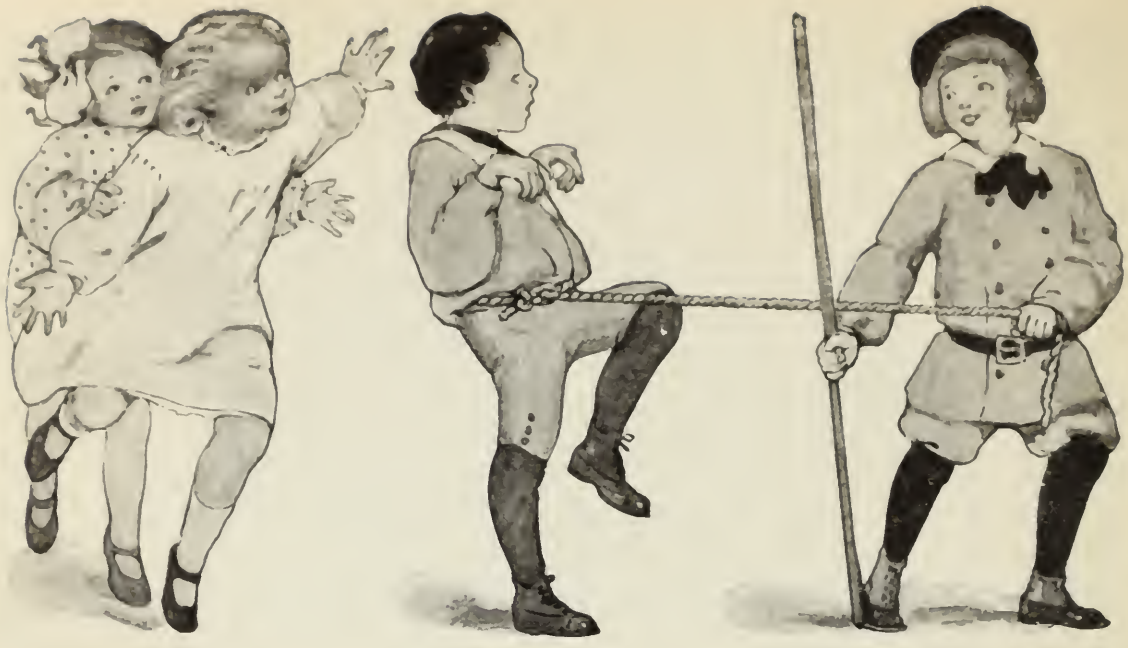
See the ducks in the pond!
How fast they swim!
Do you see their paddles?
The little ducks swim, too.
Come here, little ducks.
We have some crumbs for you.
Quack, quack, quack, say the
little ducks.
Please give us some crumbs.

I am a big, black bear.
I have sharp claws.
I live in the woods.
I climb trees. Do you?
I eat honey and berries.
I sleep in a hollow tree.



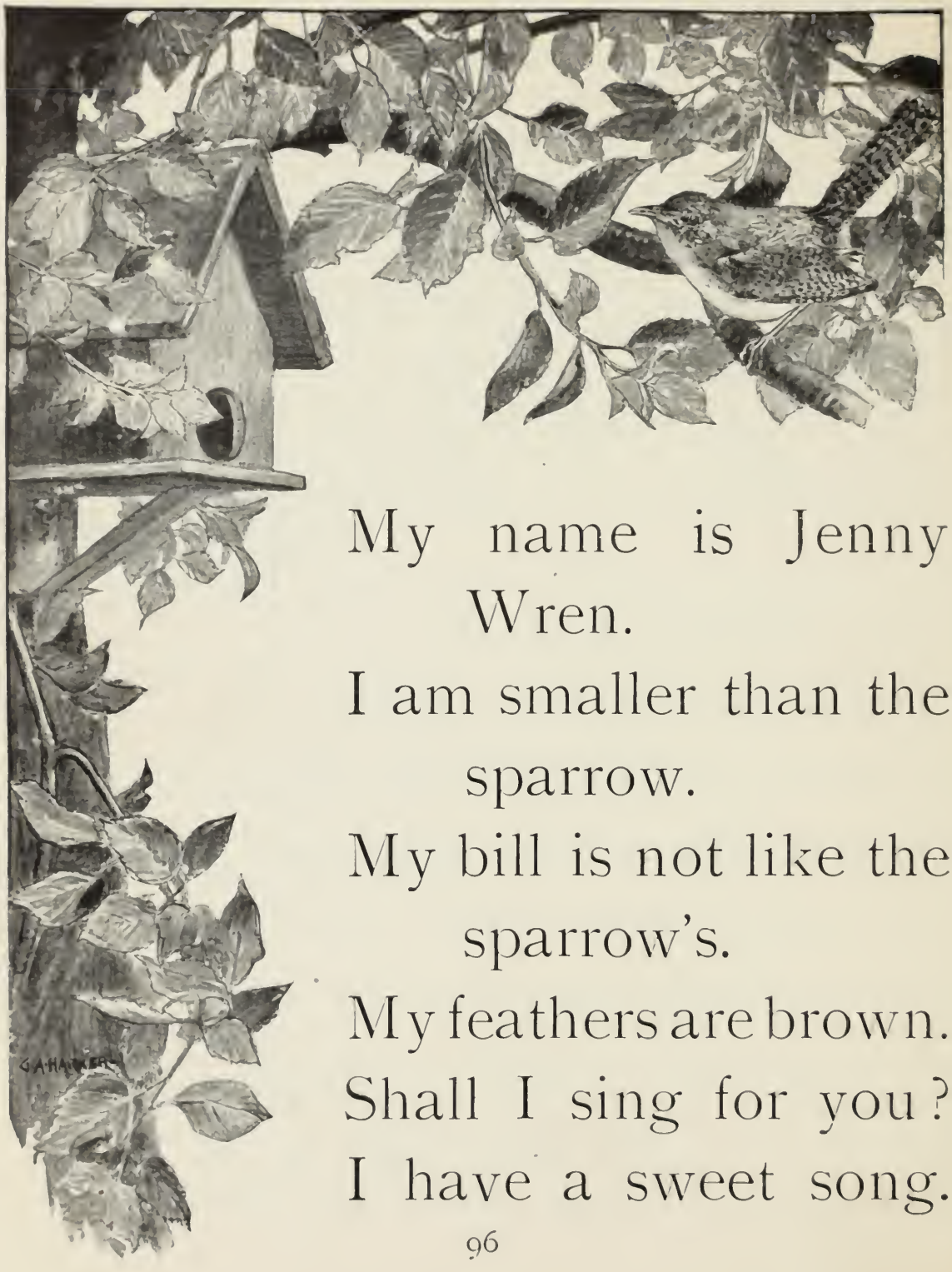
I am a little bear.
You call me a cub.
Mother calls me baby.
I live with my mother in the woods.
We eat berries and honey.
Mother can climb trees.
I am too little to climb.

We went to the zoo again.
We went to see the elephants.
Then we went to see the bears.
The little cub was playing.
Don had some berries.
He said, Come here, little cub.
I have some berries for you.
But the cub would not come.



Will you be my bear, Don?
I will be your keeper.
Come here, black bear.
I must tie you with this rope.
Now I shall lead you.
You must dance for the girls.
Come, Mary! Come, Helen!
Here is a dancing bear.

My name is wolf.
I have a gray coat.
I have a sharp nose like the fox.
I have feet like the fox and the dog.
I run very fast.
I know the fox and the bear.
We three live in the woods.



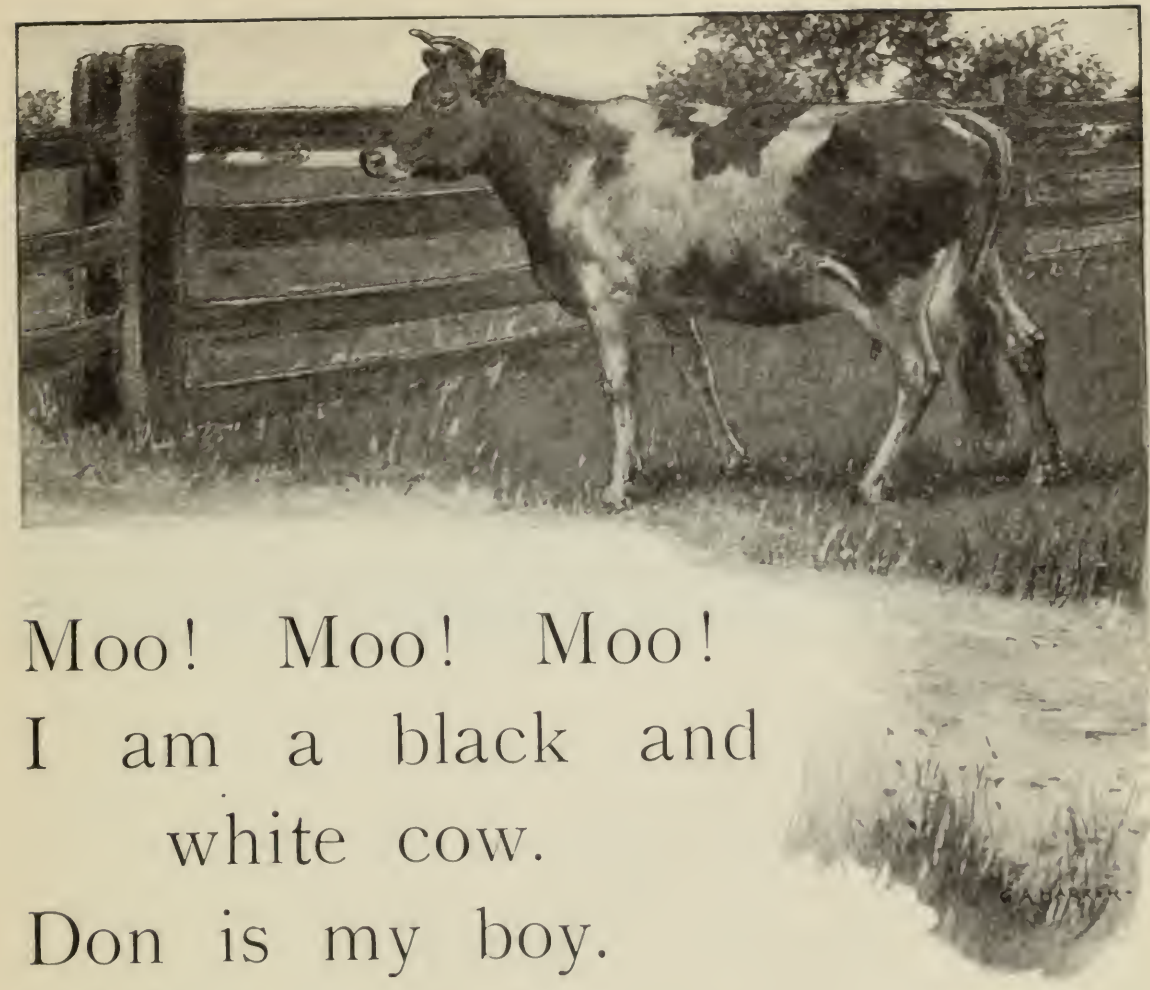
My name is Jenny Wren.
I am smaller than the sparrow.
My bill is not like the sparrow's.
My feathers are brown.
Shall I sing for you?
I have a sweet song.

Here is the wren's
house.
Where is the wren?
Jenny Wren! Jenny Wren!
Please come out of your house.
Have you a nest in the house?
Sing us a song, Jenny Wren.

Good morning, black Bear.
Good morning, gray Wolf.
Shall I howl, black Bear?
Please howl, gray Wolf.
Shall I growl, gray Wolf?
Please growl, black Bear.
Jenny Wren hears you growl.

Brother Wolf, I hear a cry.
You hear the little wrens.
Where are the little wrens,
brother Wolf?
They are in that large tree,
brother Bear.

Look up in the tree.
I see the nest, brother Wolf.
I must see the little Wrens.
I must climb that tree.
No, no, brother Wolf, no, no!
Do not climb the tree.
Mr. Wren and Mrs. Wren are
not there.
Come again to see the wrens.
You must look for honey, now.
Come with me, brother Bear.
Good-by, little wrens, good-by!
We will come again to see you.
We will come when your father
and mother are here.

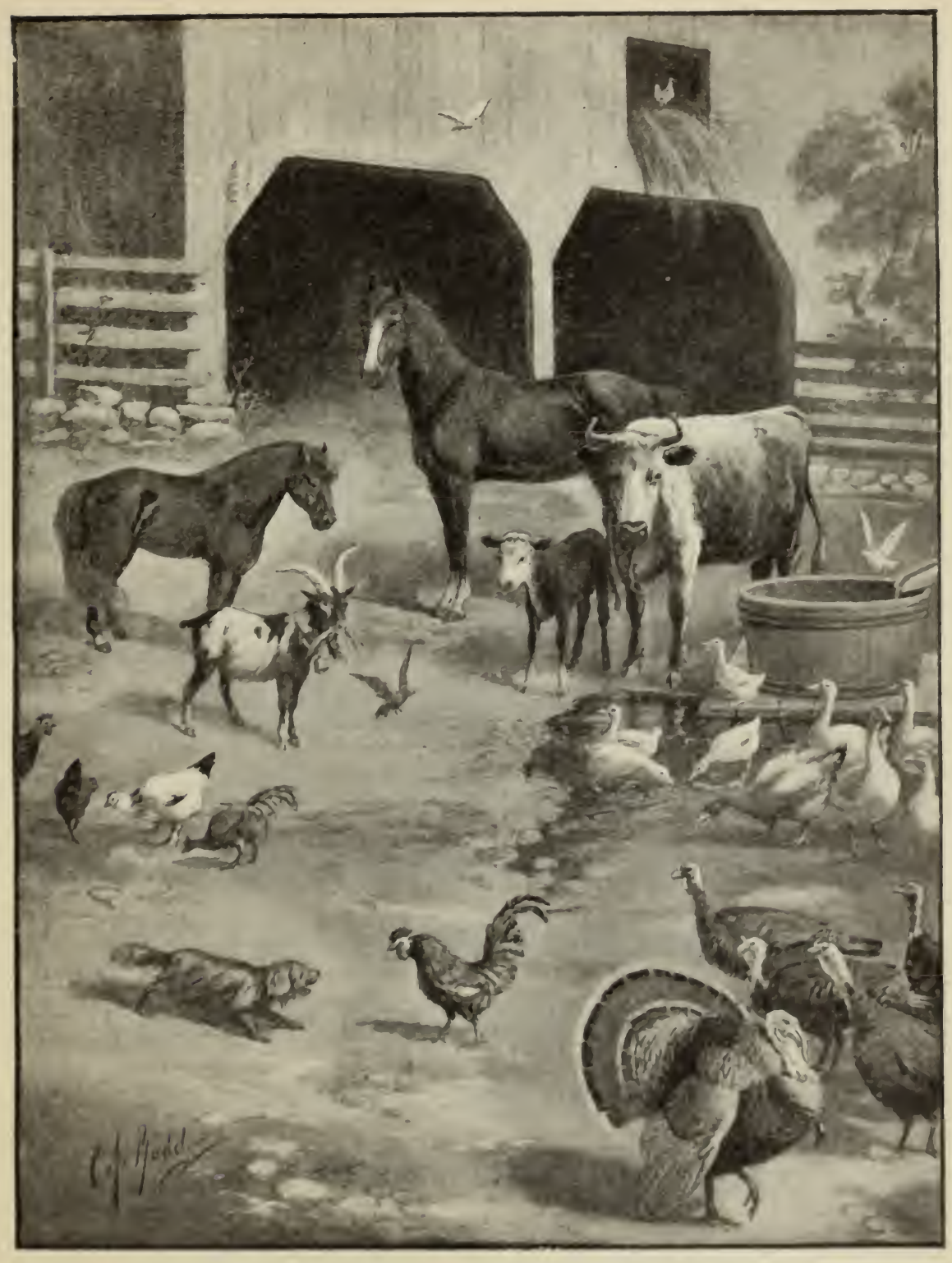


Moo! Moo! Moo!
I am a black and
white cow.
Don is my boy.
Dick is my dog.
I eat grass and hay.
I like clover, too.
Bob and Rollo are my friends.
Have you any friends?

Dick! Dick! Come with me.
We must go after the cow.
She is in the pasture.
We must drive her to the barn.
Come, Bossy! Do you hear me
call?
You must go to the barn.
Some one is waiting to see you.

My little calf is at the barn.
She has been waiting all day.
She will be glad to see me.
Moo! Moo! I am coming, little calf.
I have warm milk for you to drink.
Moo! Moo! That dear little calf!

Do you see the barn yard?
My friends are in the barn yard.
Bob and Rollo are my friends.
Bossy and the calf are my friends.
Billy the goat is my friend.
He has horns, but he will not hurt me.
The turkeys and chickens are my friends.
I bark at them, but I will not bite them.
The ducks and the geese are my friends.



Here are more of Dick's friends.
Do you know what they are?
They are sheep.
The sheep have coats of wool.
Come, sheep! sheep!
We have grass in our hands.
Come and eat the grass.
Let us feel your soft white wool.

Baa! Baa! I am a sheep.
I heard some one call.
Baa! Baa! Did you call, Helen?
Do I like grass?
Yes, I like grass and clover.
I will eat the grass from your
hands.
You may feel my soft wool.

Baa! Baa! I am a little white lamb.
I like to play, but not with Dick.
Dick barks at me.
Mother will not play with me.
She is too old to play.
She likes to sleep in the shade.
I play around her when she sleeps.

Have you seen Bo Peep?
We are her lambs and sheep.
Tell us where to find her.
She went to gather flowers.
We went to find clover.
Now she is lost.
Come back, Bo Peep, to your
lambs and your sheep.

My name is Bo Peep.
I have some sheep.
I have some little lambs.
They are in the fields.
They eat grass and clover.
They sleep in the shade of the trees.

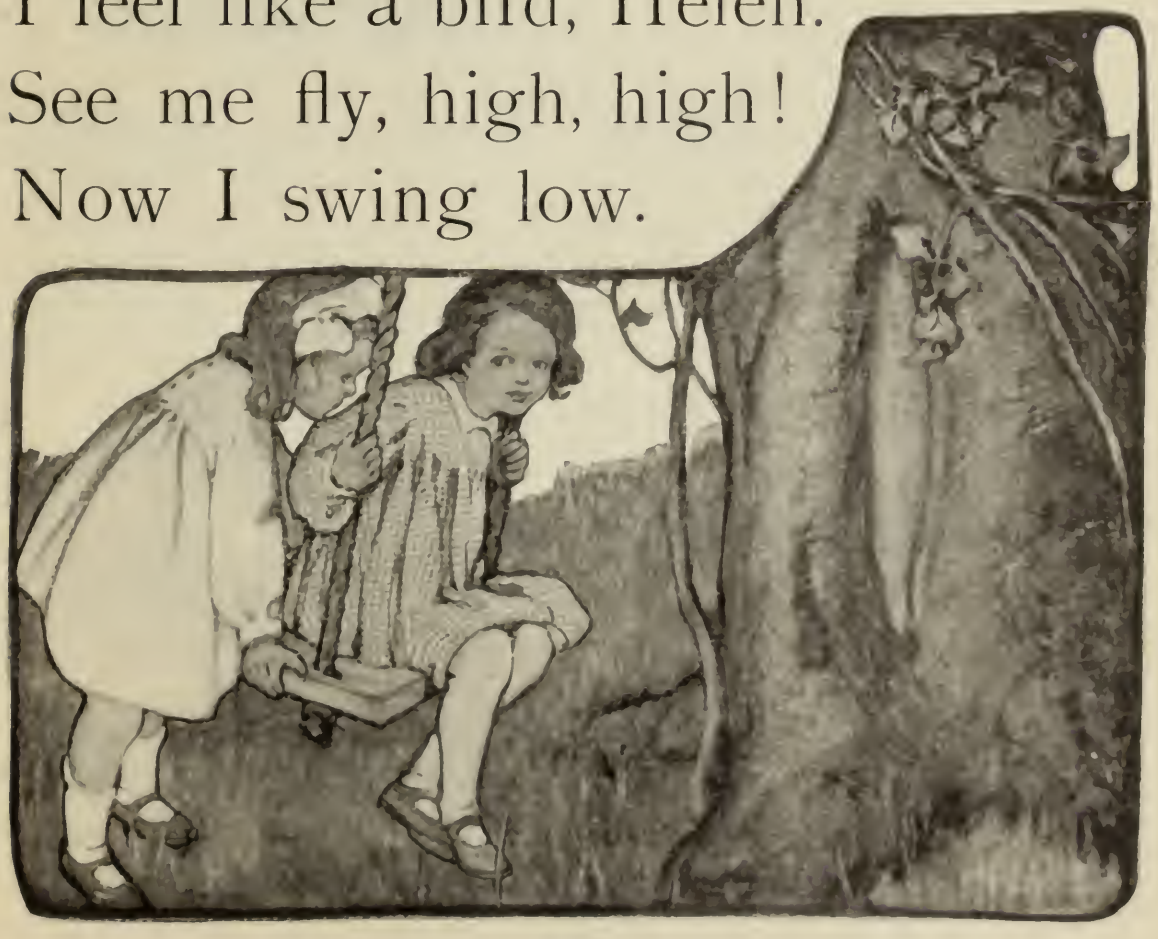
I have lost my lambs.
I have lost my sheep.
Have you seen my lambs and my sheep?
Little lambs! Old sheep!
Come back to Bo Peep.
Do you hear me call?

Here are my sheep and my lambs.
How glad I am to find you!
I went to the woods for flowers.
I left you in the field.
When I came back, I could not find you.
Come home to the barn, dear lambs, dear sheep.
Come home to the barn to sleep.

There is that goat in the field.
I must drive him to the barn.
Let me creep through the fence.
Billy has horns, but I am not
afraid.
Bow wow! Bow wow! You will
not hurt me, will you?
Go to the barn, Billy!

There is that little dog.
He creeps through the fence.
He thinks he can drive me.
I do not want to go to the barn.
I want to be left in the field.
Do not come here, Dick.
I will use my horns.
Run away, little dog.
You can not drive a goat.

See my new swing, Mary.
May I have a swing, Helen?
Yes, you may swing first.
Then I will swing.
Here we go, high, low!
I feel like a bird, Helen.
See me fly, high, high!
Now I swing low.



May we boys have a swing,
Helen?
Yes, Don, we have had a swing.
Now we will sit in the shade.
We can play with our dolls.
How do you like to go up in a
swing, John?
I like to go up as high as the
branches of the trees.

Swing me high, Don.
Then I will swing you.
Let me touch the branches.
Let me see where the birds sleep
at night.
When I am in the swing, I play
I am a bird.
What do I see? What do I hear?
I see a bird's nest in the branches
of a tree.
I see the blue sky.
I see flowers and grass and
clover.
I hear the birds sing.
I hear the lambs call.

Play you are a star in the blue sky.

What will you do, little star?

I will twinkle, twinkle, all the night.

Play you are the sun in the blue sky.

What will you do, bright sun?

I will shine and shine.
Play you are the wind in the fields.
What will you do in the fields, wind?
I will blow and blow.
I will bend the flowers and clovers.
I will bend the long green grass.
Play you are the wind in the woods.
What will you do in the woods, wind?
I will bend the branches of the trees.

I will blow high and blow low.
I will call to the little birds in the nest.
I will call to the mother bird on the nest.
I will call to the big black bear.
I will call to the old gray wolf.

VOCABULARY

The words of the Vocabulary are arranged in the order in which they first occur and are grouped by pages.

7
I
am
Hel'en
play

8
a
kit'ty
gray
rob'in
sing
fly

9
white
pi'geon
sleep
coo

10
this
is
my
with

11
blue
jay
hop

12
has
house
do
you
see
the

13
pi'geons
eat
grain
drink
wa'ter
to

14
red'breast

15
she
plays
string
catch
it
eyes

16
doll
yel'low
hair
moth'er
gave
me
love
rock

17
new
her
loves
rocks
sings
four
rooms
in
one
room
bed
sleeps

18
kite
red
and
grand'pa
can
let
us

19
boys
kites
run
fast
they
hold
long
strings
wind
blows
like
birds

20
o'pen
a way'
fields
trees
close
door

21
mar'bles
have
bag
of
fath'er
come

we
will
un'der
tree

22
rab'bit
made
eats
cab'bage
he
hops
jumps
pink
fur
coat
soft
jump

24
top
look
at
here
too
spin

25
some
tops
toss

27
dol'ly
kitch'en
cook
for
Ma'ry

28
po'ny
name
Bob
live
barn
grass
trot
rough

29
ap'ples
lit'tle
ap'ple
from
hand

30
corn
are
good
pat
your
girl
pats
neck
feeds
gives
calls

31
dog
Dick
hun'gry
please
feed
bread
meat
bow'wow

32
poor
now

33
rab'bits
find
clo'ver
sit
up
hear
creep
in'to
not
go
good
night
wake

34
nest
eggs
rob'in's
blow

35
that
jay's

36
Rol'lo
horse
Don
black
smooth
give
ride

37
boy
him
as

38
shall
reins
be
drive
whoa
stand
still

39
fine
car'pen ter
lives
on

40
cheep
chick'en
lost

41
cluck
an
old
hen

where
help

42
found
was
fed

43
chick'ens
says
sweet
say

44
Mr.
roost'er
how
large
feath'ers
crow
cock-a-doo dle-doo'

45
down
Bob's
Rol'lo's
Dick's
feath'er
Mrs.

46
Bil'ly
goat
two
horns
ver'y

thinks
his

47
hard
hoofs

48
ball
base
leath'er
bat
strong

49
John
take
pitch
try
hit
if

50
grand'ma's
tur'key
grand'ma
gob'ble
spread
tail

51
a fraid'
head
crows
gob'bler
runs

when
wings

52
bells
ring
jin'gle

53
cart
get
may

54
Bil'ly's
small
draw

55
fox
sharp
nose
ears
heard
must

56
there
a sleep'
reach

57
blow
north
bring
snow
wait'ing
sleigh

58
comes
them
sits
holds
giv'ing
chil'dren
all
what
fun

60
tin
sol'dier
straight
stands
gun
no

61
sol'diers
front
drum
drum'mer
beats
march
guns
beat

62
girls
flag
car'ry
lead
be hind'

63
hur rah′
man
rol′ling
needs
legs
bod′y
arms
hat
mouth

64
mar′ble
cane

65
but
walk
off
more
than
talk
stron′ger

66
spar′row
brown
bill
in′sects
crumbs

67
win′dow
cold

68
quail
short
field
feet
hen′s

69
hush
make
noise
o′ver
quails
clucks

70
quack
duck
flat
thick
spar′row′s
worms
mud

71
drake
go′ing
pond
swim

72
goose
feel

73
web
pad′dles
dive

74
five
gos′lings
lar′ger
does
know

75
geese
ducks
tur′keys
yard

76
dear
out
back
a gain′
did

77
saw
gan′der

78
wood′peck er
nice
round
peep

79
three
wood′peck ers
peck
strikes

80
O
look′ing

81
cher′ry
cher′ries

82
el′e phant
fun′ny
trunk
tusks
zoo
hay
would
keep′er

84
ba′by
much
touch′es
touch

85
cir′cus
put
goes

86
read′y

87
thirst′y
sees
grapes
wish
sour

88
bee
thin
flow′er
flow′ers

hon'ey
bees

89
bee's
hive
grand'pa's
bee'hive
ma'ny
hum

90
their

91
big
bear
claws
climb
ber'ries
hol'lows

92
call
cub

93
went
el'e phants
then
bears
play'ing
had
said

94
tie
rope
dance
dan'cing

95
wolf

96
Jen'ny
wren
small'er
song

97
wren's

98
morn'ing
howl
growl
hears

99
broth'er
cry
wrens

100
good-by'

101
moo
cow
friends
a'ny

102
aft'er
pas'ture
Bos'sy

103
calf
been
day
glad
com'ing
warm
milk

104
hurt
bark
bite

106
sheep
coats
wool
our
hands

107
baa
yes

108
lamb
barks
likes
shade
a round'

109
seen
Bo Peep'
lambs
tell
gath'er

112
left
came
could
home

113
through
fence

114
creeps
want
use

115
swing
first
high
low
bird

116
dolls
branch'es

117
bird's
sky

118
star
twin'kle
sun
bright

119
shine
bend
clo'vers
green

SUGGESTIONS TO TEACHERS

The child's first book is the blackboard. Here is opportunity for endless rearrangements and combinations. Here the child sees his own thoughts assume shape, and learns that words are intended to convey thoughts. The Primer can only indicate the character of this preliminary work. No book, however carefully prepared, can replace life and action. If presented too soon, the Reader increases the difficulties and perplexities of learning to read, and thus, by discouraging the beginner, defeats the main purpose of this phase of instruction, which is to foster a love for reading.

Have children bring toys — tops, marbles, dolls, balls, bats, hoops, garden tools. Supply whatever is missing in the collection. Let various members of the class select toys, and each, at the suggestion of the teacher, say, —

I am Fred.
I play marbles.

I am Helen.
I play jacks.

I am Kitty.
I play ball.

I am Tom.
I play horse.

The teacher writes these upon the board as they are given, and each child is asked to read what he has said. It is not essential that these sentences become immediately fixed in memory. Repetitions of the play will supply the necessary fixative.

In like manner, with visiting pets, mechanical toys, and the school canary, expressions such as the following may be obtained: —

This is my kitty.
Kitty plays.

This is my dog.
My dog plays.

This is my horse.
My horse is black.
His name is Jack.

This is my top.
My top is red.

This is my pony.
My pony is brown.
His name is Bob.

Bob is my pony.
Jack is my horse.
My top is red.
My pony is brown.
My horse is black.

Again, the teacher asks, "What shall we play?" The children respond individually, and she writes one or more of the responses upon the board: —

Play horse.
Play ball.
Play marbles.
Play pigeon.

The selected games are played. Soon the teacher may write these suggestions upon the board and ask certain of the pupils to do what the chalk says. Later, she asks, and writes, "How do you play ball?" — "pigeon?" "horse?" or whatever the game may be. The children respond with the necessary suggestions. Soon the written question alone will produce the necessary responses.

Introduce greetings and commands in the same way, first saying and writing, and later writing without saying; as, *Good morning*, *Good-by*; *Rise*, *Come*, *Pass*, *Write*, *Cut*, *Draw*, *Sing*, etc.

Teach the names of songs, poems, and stories in the same way: "Sing 'Good Morning,' 'Good-by'; 'Seed Baby'; 'Wee Little Nest,'" etc. "Tell about 'The Boy's Walk'; 'Piggy Wig'; 'The Leaves'; 'The Secret,'" etc.

Dramatic plays are not to be neglected. Begin with nursery rhymes and Mother Goose stories. Say, and write upon the board, "Recite 'Jack and Jill'; 'Little Jack Horner'; 'Jack Be Nimble'; 'Simple Simon'; 'Four and Twenty Blackbirds,'" etc. Later, when titles become familiar, write upon the board, "How do you play —" whatever story you wish dramatized, whether "Little Miss Muffit," "Come, Little Leaves," "The Three Bears," or what not. As the

reading power increases, write these suggestions upon the board, as illustrated in the Primer. Above all things, place the burden of supplying details of the play upon the children; for in these efforts are they truly self-active. In these interpretative efforts is the constructive imagination naturally and properly awakened. In literature comprehension, appreciation, and expression are all dependent upon the constructive imagination.

Modeling, drawing, and free cutting, outlining with seeds or lentils, all may be profitably employed in reproducing objects, games, and scenes from the stories.

Language power is increased in every play or game described, in every poem learned, and in every story orally reproduced. When telling how to play a game, children should be aided by questions in the orderly arrangement of details. Used as reading lessons later, these efforts at consecutive thinking and saying will prove interesting and profitable.

After a story has been presented to the class, as, for instance, Grimm's "The Wren and the Bear," the children should have an opportunity to reproduce, each for himself, the part of the story which he selects, or which certain individuals choose. The teacher asks, "What part of the story would you like to tell, John?" Here, John has choice of several topics: 1. The Walk in the Woods; 2. The Insult; 3. The King declares War; 4. The Spy; 5. The Battle, etc. Later, the story as a whole should be represented by the children, and in an orderly manner.

Spelling begins with the children's first efforts to copy the words which the teacher writes upon the board, first as exercises in visualizing and sight spelling, and again in response to requests for words necessary to complete original efforts at sentence writing. After numbers of exercises of this character, the children may copy lists of words from the board in two ways, first by reproducing them with dissected alphabets, and by writing them upon paper.

Oral spelling should not be attempted until late in the year.

Phonics also may well wait until the first year of reading is drawing to a close. For suggestions as to the plans and purposes in phonic teaching, see FIRST READER, "Suggestions to Teachers."

SARAH C. BROOKS.